

Exploration of Integrating Global Competency into the Construction of Teacher Education System

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Abstract: Global competence is the ability of students to examine domestic and cross-cultural issues. Students demands the ability to understand and appreciate. He asked students to respond to different cultures with open and effective interactions. Global competence is committed to take action for collective well-being and sustainable development. This paper integrates global competency into the construction of education curriculum system, and global competency training into the teacher qualification certification reform trend believes that the cultivation of global competency reflects the current requirements for high-quality talent training, and it is necessary to integrate global competency into the construction of high teacher education system.

1. introduction

With the impact of COVID-19, the trend of anti-globalization has intensified. From the long-term trend of human development, globalization is the trend of the times. To promote and guide a new type of globalization that is fairer, more inclusive and more sustainable, China has put forward the new concept of a community of shared future for mankind. The 2018 National Education Congress put forward the idea of “Vigorously cultivating international talents who have mastered the national policies, have a global vision, understand international rules, use foreign languages skillfully, and are proficient in negotiation and communication between China and foreign countries.”

According to the List of the Most International Universities of 2021, released by Times Higher Education. The UK has the largest number of universities in the top 10, with four. In Asia, led by the University of Hong Kong, four universities in Hong Kong and Singapore are among the top 10, and Chinese universities lack experience in global talent training. China is committed to building a fairer and more high-quality education system, cultivating talents who are more suited to the development of The Times, and shaping stronger human resources. Therefore, based on the requirements of universities on the quality of talent training, cultivating students' global competency will become an important content of future talent training.

2. Global Competency Connotation

Liu Yang think global competence refers to students have the world history, culture, language and the basic knowledge of global issues, have as a global citizen open attitude, keep understanding

and respect for cultural differences, to use relevant knowledge in the cultural environment effective ability of cross-cultural learning [1]. Veronica Boyx and others believe that the connotation of global competence has been reinterpreted in the local context of China: that is, strive to improve the world while self-cultivation. Global competence is regarded as a lifelong process of shaping a moral person through daily interaction with the world, namely, the process of "being a person" [2].

With the rapid development of globalization and science and technology, the definition of global competency is more contemporary and challenging. Zhou Xiaoyong introduced the global competency framework proposed by overseas organizations, global Competence Education has become the demand of the times, learners should also actively learn to enhance the corresponding ability. Under the framework of the elements, global competence specifically includes knowledge, skills, attitudes and values, actions and other elements, and there is a gradual upgrading of the relationship between the elements [3]. Sun Cheng, Meng Xue believes that the global competency framework consists of four cornerstones, four dimensions, specifically, four cornerstones are: knowledge; skills; attitude; value. The four dimensions are: 1. Examine issues of local, global and cultural significance. 2. Understand and appreciate the perspectives and worldviews of others. 3. Participate in open, appropriate and effective cross-cultural interactions. 4. Action for collective well-being and sustainable development [4]. On the Harvard campus on December 12, 2017, the OECD Council on Education and Skills and the Graduate School of Education at Harvard University released the Global Competency Framework for International Student Assessment (Pisa) (see Figure 1 below), specifically including knowledge, skills, attitudes, values four aspects of content [5]. In the same year, Tsinghua University released Global Competence: preparing for the world, which defines the basic content and conceptual framework of global competence. Tsinghua University believes that improving global competence is a continuous and lifelong process, which needs to explore and develop the six core qualities at the cognitive, interpersonal and personal levels [6].



Figure 1: Global Competency Framework for Pisa

Domestic scholars pay close attention to American global competence policy and report, and study American global competence cultivation, involving a wide range of research topics. Teng Jun believes that in the past 20 years, the research on the connotation of "Global Competence" in the field of American education has undergone the following three kinds of logical changes, it is element logic, subject-object relation logic and action procedure logic, which realizes the

transformation from idea to practice [7]. Zhong Zhou combed the national education strategy of the United States for nearly 40 years, and thought that the idea of education had permeated the specialized and vocational education and developed into general education, and the audience of general education pointed to all the citizens [8].

3. Global Competent and Teacher Education

The practice of integrating global competency into the teacher education system is reflected in the following aspects:

3.1. Education Curriculum

One is the basic education curriculum aspect. In *The Development of The Core Literacy of Chinese Students*, international understanding education is understood as students' core literacy. Domestic researchers also explore the cultivation of this core literacy in the field of basic education. In view of the lack of understanding and practice, the literacy education is more integrated into the curriculum. For example, Hu Jiayi observed the performance of global competence in Chinese primary school thematic curriculum practice, and found that Chinese students' "problem force" and "action force" ability is still insufficient, mainly because the depth and breadth of the problem need to be expanded, the solution needs to be standardized; weak action force specifically refers to the lack of targeted action plan improvement [8]. Wang Xinpeng and others think that high school geography curriculum contains rich content of global competence training, through the design of mixed courses on environmental themes to verify its feasibility. [9]

What's more, Hu Yu's research on the overseas practical curriculum of global competency involves value shaping, ability cultivation and knowledge transfer, and analyzes the curriculum effect from these three levels [10].

3.2. Teacher Education Curriculum

The second is the teacher education curriculum aspect. The United States in the "global competence" teacher education curriculum system has developed, Zhang Yanyan outlined it, including the online curriculum system learning objectives, curriculum framework, the specific curriculum content, further deconstruction, through the concise the American global competence teacher education curriculum system characteristics, mainly reflected in the curriculum system to realize interdisciplinary, improve teachers' comprehensive quality, teaching base to strengthen, improve teaching practice ability; collaborative learning, give full play to the collective power [11]. At present, the global epidemic is sweeping the world. How to deal with the common disaster of mankind requires citizens with global competence to jointly safeguard the public interest, while insufficient attention is still paid to how to cultivate more teachers with global competence. Domestic scholars mainly introduced the American Global Competent Course training, which is aimed at the postgraduate level and has mixed online and offline courses, and aims to train high-quality and leading teachers [11].

3.3. Teacher Qualification Certification

Global competency has become an important part of the certification of teacher qualification examinations in the United States. This initiative provides guidance for the cultivation of teacher global competency and promotes the reform of teacher education in the United States. For example, the national professional teaching standards committee released in 1989 policy statement and in

2016 revised the standard, put forward excellent teachers professional standards, including global competence requirements, excellent teachers standards embodied in creating multiple and equal learning environment, cultivate students' self-esteem the sense of civic responsibility, education students respect for multicultural value [12]. As the leader of talent training, teachers need to have an international vision. Only teachers with global competence can cultivate students with the same quality. Therefore, the reform of teacher qualification certification is also an important part of the global competency integration into the construction of teacher education system.

4. Conclusions

In the post-epidemic era, the global order is chaotic, and no country is immune. How to view and safeguard our common homeland of mankind needs us to view the world more from the perspective of a community with a shared future for mankind. And our country global competency education mainly on basic education curriculum reform has a certain impact, and how to better into the teacher education system construction research and foreign than there is still a big gap, and want to make good teachers lead better people, how to global competency education into teacher education, training system, you need to give enough attention. Therefore, the future research should be based on how to integrate global competency education into the practice of high-quality teacher education system, and cultivate the "Mr. Big" who not only meet the needs of the new era but also meets China's national conditions.

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